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Knowledge and Data Engineering, IEEE Transactions on , Volume: 7 , Issue: 3 , June 1995

Pages:423 - 435

[\[Abstract\]](#) [\[PDF Full-Text \(1208 KB\)\]](#) **IEEE JNL**2 **Effective standards for metadata in the GCMD data access system***Bukhres, O.; Miled, Z.B.; Lynch, E.; Olsen, L.; Tari, Z.;*

Distributed Objects and Applications, 2000. Proceedings. DOA '00. International Symposium on , 21-23 Sept. 2000

Pages:155 - 161

[\[Abstract\]](#) [\[PDF Full-Text \(532 KB\)\]](#) **IEEE CNF**

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Norman Meyrowitz, Andries van Dam

September 1982 **ACM Computing Surveys (CSUR)**, Volume 14 Issue 3

Full text available: pdf(9.17 MB)

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Chanda Dharap, Martin Freeman

November 1996 **Proceedings of the fifth international conference on Information and knowledge management**

Full text available: pdf(1.12 MB)

Additional Information: [full citation](#), [references](#), [index terms](#)3 [A musical approach to teaching design patterns](#)

John Hamer

June 2002 **ACM SIGCSE Bulletin , Proceedings of the 7th annual conference on Innovation and technology in computer science education**, Volume 34 Issue 3

Full text available: pdf(182.89 KB)

Additional Information: [full citation](#), [abstract](#), [references](#)

In case you missed the signs, design patterns [2] have suddenly become a core programming topic. The Computing Curricula 2001 [1] includes the topic as a major part of SE1 "software design," and in a recent survey [4] software practitioners ranked "software design and patterns" as one of the areas of knowledge they consider most important to their work. Teaching design patterns, however, is not so easy. Patterns need to be studied in the context of a software design project; to do otherwise rende ...

4 [Evaluating student team project experiences](#)

Cary Laxer

June 2002 **ACM SIGCSE Bulletin , Proceedings of the 7th annual conference on Innovation and technology in computer science education**, Volume 34 Issue 3

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The first two courses in the computer science major at Rose-Hulman (Algorithm & Program Design and Data Structures) each have a five-week team-programming project as a component of the course. At the end of the projects, in addition to their program code, each team has to submit a user's manual and a technical manual for their product, and give a 15-20 minute oral presentation. The students are also required to evaluate the project experience on an individual basis. To facilitate the project eval ...

5 Self-assessment as a powerful learning experience

Tami Lapidot

June 2002 **ACM SIGCSE Bulletin , Proceedings of the 7th annual conference on Innovation and technology in computer science education**, Volume 34 Issue 3

Full text available:  [pdf\(182.89 KB\)](#) Additional Information: [full citation](#), [abstract](#)

Every teacher would like to have students that are motivated towards autonomous learning with self-enthusiasm. This Tip presentation will offer one method for achieving such a goal. For three consequential years (1998-2000) I was teaching a "computing literacy teaching methods" course for CSE students in the Technion. The focus of the course was on computing teaching methods and learning processes. A major part of the course was devoted to a project the students had to develop. They had to collect ...

6 The student record book: showing the value of documentation

Robyn Gibson

June 2002 **ACM SIGCSE Bulletin , Proceedings of the 7th annual conference on Innovation and technology in computer science education**, Volume 34 Issue 3


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Students in an introductory programming subject are encouraged to keep a record book of their activities. By the end of semester many have come to realise, almost to their surprise, that documentation is useful. The encouragement includes the use of "carrots" and "sticks".

7 Improving feedback from multiple choice tests

William Fone

June 2002 **ACM SIGCSE Bulletin , Proceedings of the 7th annual conference on Innovation and technology in computer science education**, Volume 34 Issue 3


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Providing individual feedback to large groups of students can be difficult. By asking students to record their confidence in multiple choice test answers the quality of feedback can be improved. In a "multiple choice question" (MCQ) test the student is asked to make a selection of one or more correct alternatives from a given list in response to a "question stem". Students rely heavily upon the teacher to provide academic guidance. To provide individualised guidance to student when group sizes are ...

8 A diagnostic technique for addressing group performance in capstone projects

Tony Clear

June 2002 **ACM SIGCSE Bulletin , Proceedings of the 7th annual conference on Innovation and technology in computer science education**, Volume 34 Issue 3

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"Students' awareness of their own group processes can be poor (or Absent)" [1]. Yet professional software development situations much work within groups, and capstone courses are often designed to develop capabilities, such as effective teamwork. Supervising group processes can be challenging, and encouraging students to reflect upon group functioning can be a delicate exercise. A technique is outlined below, for group performance review and diagnosis of issues preventing teams functioning effectively ...

9 Very active learning of network routing

Lillian N. Cassel


June 2002 **ACM SIGCSE Bulletin , Proceedings of the 7th annual conference on Innovation and technology in computer science education**, Volume 34 Issue 3

Full text available:  [pdf\(182.89 KB\)](#) Additional Information: [full citation](#), [abstract](#)

Active learning promises students will really own what they have learned because they have done something rather than only read or listen. The following classroom exercise has been used at both the undergraduate and graduate level Computer Networks courses. There has been no formal study of its effectiveness, but an informal result is telling: Two routing algorithms presented in class. On an exam, students are asked to choose one of them and describe it. In several years of using this classroom ...

10 Teaching on the wiki web

Joseph Bergin

June 2002 **ACM SIGCSE Bulletin , Proceedings of the 7th annual conference on
Innovation and technology in computer science education**, Volume 34 Issue 3Full text available:  [pdf\(182.89 KB\)](#) Additional Information: [full citation](#), [abstract](#)

A wiki is a completely interactive web site. Any page can be edited by any visitor. It is driven by a specialized web server or set of cgi scripts generating dynamic pages from the results of visitor edits. A visitor edits a page by grabbing the current content of a page in an ordinary web form and editing it arbitrarily and then saving it back. Users can also create new pages. Generally the name of a page is the name of a topic. Most wikis are text only. The syntax of a wiki is simpler than HTM ...

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